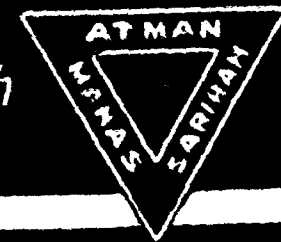


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VYAYAM

A Quarterly Journal of Physical Education,

and Health



Education

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SWIMMING AS AN EDUCATIONAL PROGRAMME

We draw the attention of our readers to an article we publish in this issue on swimming by an American expert Mr. Theodore Arnold; but many lay leaders in this country may wonder why so much must be said and so much fuss must apparently be made about a physical activity as old as humanity itself. In our villages and in towns situated near rivers, backwaters and lakes, swimming is a common and universal activity with the people; and to tell them the principles of swimming is like carrying coals to New Castle. Used either as exercise or as recreation in circumstances and conditions very different from those which prevailed hitherto in our villages or towns, swimming as a modern activity is altogether different from what it was a few decades ago. Organized as an art, swimming and its off-shoot diving, require adequate facilities and apparatus for practice, within limited hours by large groups of people, under conditions which will conduce both to health and safety. In the more natural circumstances in which man lived hitherto, pools, tanks, lakes, rivers and water-ways offered large opportunities to the comparatively small rural population; but, during the last hundred years, these opportunities have decreased from decade to decade as civilization changed rapidly with the growth of commerce and industry and urban conditions revolutioned life and its organization — its

work and its pleasure — and also greatly increased the risks endangering health and safety. Owing to these changes in life, new facilities, new tools and apparatus and new measures of organization and safety have become necessary for every type of human activity; and new tools and varying organizations necessarily imply the employment of men and men who can in a rapidly changing environment lead the people or guide them aright in all their endeavours meant for pleasure or profit. Like most human activities, swimming also has under modern conditions become essentially a mass activity in which groups of people, large or small, participate simultaneously; and so there is need to provide facilities for swimming in groups and under conditions in which both instruction and participation will be easy, effective and safe.

Considered as a part of the educational process for health, growth and the attainment of bodily skills, swimming has a very important place to fill in the physical education programmes of schools and colleges. But, as secondary schools and colleges are situated mostly in urban surroundings, few pupils have any real facilities for swimming; and, owing to the low standards of social life and the poor economic resources of our land, it is unlikely that in the near future modern swimming pools can be built in this country either for public benefit or as an educational amenity. A modern swimming pool is an expensive luxury which we cannot afford. A modern pool is a built-in pool in which water either circulates with continuous purification through chemical or other processes or it is a pool in which water can be drained away and changed as frequently as it becomes impure to an unsafe degree. The modern pool tends also to be large, small pools being least suited for the conduct of competitions or for the participation of large groups, and also uneconomical to run. Further, measures of health and safety, showers and foot-baths, amenities for medical examination, life-saving equipment and personnel, an administrative organization adequate to local needs and instructional and coaching staff are all indispensable accessories; and these tend to make swimming a forbiddingly expensive type of recreation — a luxury which few can afford. On this account the few swimming pools that we now have in India are like show-pieces and are very much like the mannequins of a modern fashion-store. Students from quasi-rural areas and from inland cities and towns are unlikely to have even seen a really modern swimming pool. Under these circumstances, as educationists, can we at all have a swimming programme? And if we can, what is it that we can do? These questions must receive careful thought from every teacher and every school administrator before we can adopt swimming as an universal educational programme.

Swimming is an excellent form of physical exercise having special physiological values; and as a type of recreation it has great attractions, particularly in a hot climate like ours. Even those who are physically handicapped can swim with both pleasure and profit. Generally, the advantages of swimming over many other forms of exercise have never been in doubt. But as the happiness of the people and the means by which such happiness can be ensured have rarely been the subject of serious thought to the governments of this land for many centuries, recreational media and healthy physical activities have not received the same attention that they have received from the progressive Governments of western countries. Till higher standards of life are obtained in this land, it will be the duty of our Government now to initiate policies on health and recreation in which the encouragement of swimming will be an integral feature. Time was when public charity was generous and one of the most common channels of expressions for charity was the building of tanks for public benefit. Intelligently organized, generosity could even now be tapped for the establishment of swimming associations and the erection of modern swimming pools for the people's benefit. Sports associations may help to erect public pools in many cities but even the few associations which have recently been formed in our country have shown a tendency to be narrow and restricted in their scope; and these associations ought to be condemned, some time or other, for failing to take note of the spirit of the times and for overlooking the need for broad-based and democratic organizations. But until our Governments are in a position to subsidise general schemes of recreation to a satisfactory extent, educational institutions will do well to organize the construction of swimming pools which can be used partly by the pupils and partly by the public. Established in a co-operative way and administered efficiently, such swimming pools run under the auspices of popular educational institutions, are bound to become self-sufficient in scope and independent of public charity. Incidentally, in places where playgrounds are scarce, swimming pools will help to solve a major problem of recreation common to urban schools — the lack of play-space, for swimming pools require comparatively but little space.

Wherever in the neighbourhood of educational institutions there are small rivers or large streams or ponds and pools with a continuity of water supply, make-shift arrangements by which portions of water could be fenced, their depth graded and their use controlled, a programme of swimming can be started with great resource and with but little initial investment and the minimum of instructional personnel. But, under these circumstances, swimming classes can be conducted only under stringent conditions of discipline and safety, as it

should never be forgotten that any educational scheme, even of recreation, must be approved only from the point of view of ultimate results in which the interest of pupils and their physical and mental development and their democratic motivation are stressed most. We see from Mr. T. W. Arnold's article in this issue that many teachers have attempted to conduct these programmes of swimming anyhow, that is, with any resources at their command. It is our considered opinion that such attempts must perforce be lacking in varying degrees in policies and organization, and, hence, though commendable, they must result in more harm than good in the long run. For one thing, they tend to lower standards and are likely to hide from our view the ultimate objectives of swimming in which the health and safety of the pupils should never be overlooked. From this point of view, a built-in pool is the only means of ensuring safe swimming. Until, therefore, our circumstances improve and we are in a position to construct pools according to scientific standards, the swimming programme has to go slow and be severely restricted to places having proper amenities and confined to people who can practise in small groups and in situations where risks are known and are under control.

SUB-EDITORIAL.

THE GAMES OF THE RICH

As we go to the press, we read from newspaper reports that an Hon'ble Minister of the Bombay Government, Mr. Morarji Desai, has opined that Cricket and Tennis are games of the rich, are therefore not fitted to become national games. In this connection, we have to draw the attention of all educationists to the danger that may arise to our people from the way political and other leaders in this land insistently refer to the differences between rich and poor between the well-to-do and the needy, even in a matter so universal as recreation, or physical well-being. Distinctions cannot indeed be overlooked; but insistence on distinctions between class and community is becoming dangerously popular in spite of a lead to the contrary given by the more enlightened of our statesmen. The more class distinctions are stressed, the greater will be the cleavage between

community and community and class and class. All public effort meant for common good must be expressed in terms of the people's general progress, and, wherever possible, directed towards securing the greatest benefit for the largest number. It is of the very essence of all public effort that it should be so planned, so made, that varied tastes and interests and the changing needs of a widely different classes of people can be met and satisfied.

In every enlightened country of the West, there are recreational activities of diverse types in which people take part according to their taste and interest and in consonance with their economic position; and, in these countries, no reference is ordinarily made between rich men's games and other games. And, what is regarded as a national game, is merely the game most

popular to the land — for instance, Cricket in England, and Baseball in America; but even in these countries there are other games which are also quite popular and which are universally played — games like Soccer Football in England and Rugby and Basketball in America and all these games receive great public support or Governmental aid even though these games may be played but by comparatively a few while the large majority of people look to types of recreation more within their reach. Hence, living as we do in a country rapidly changing in outlook and circumstance, we can never afford to make the distinctions which our politicians are trying to introduce in many fields of educational and social effort — distinctions calculated to destroy traditions which modern ideas and western contact have helped slowly to build.

As an educational policy, Vyayam has always believed in the Universal Recreation Programme, "Games for All". We believe that every available type of game, every possible kind of activity, indigenous or foreign, costly or cheap, must be utilised for the national health and uplift, and for public satisfaction; and that for this purpose we should harness to our aid the resources of every class and community and arouse general interest of all sections of the people in play and recreation both through education and through the establishment of added amenities for public participation.

The so-called games of the rich are now so organized in progressive lands that more and more people can participate in them; and this is done partly through professional ideals and partly through the great satisfaction the games

themselves give to those who play them. The higher expense involved in some of these games is no barrier to participation because only those who can afford the expense play them; but what the Government of our land has tended to do is to discourage these games by a policy of prohibitive taxation implied in heavy customs duties and in restrictive methods of licensing imports. But so long as any particular sections of the people are ignored or are preferentially treated for any reason, public interests must suffer and the general weal of the people difficult to obtain.

Politicians who prefer cheapness for ensuring popularity overlook the psychological factor that human interests already having a play in public life, cannot be easily superseded. If village life is to profit, special measures calculated for village uplift must be devised. Then only can the interests of both urban and rural populations be simultaneously advanced. The interests of the village can never be used to affect the good that is already accruing to the urban areas; and, similarly, in democratic schemes meant for popular recreation. The advantages enjoyed now by certain sections of the people should not be destroyed or restricted unless they affect the rights and privileges of other sections of the people. You cannot pull down one class of people because another is backward or under-privileged. Our efforts for the common man (including efforts in recreation) should be so directed as to bring the utmost profits to all; but in this process, the good that some of us already enjoy should not on any account be destroyed. We cannot afford to cut the nose to spite the face.

“November issue of Vyayam will be a special issue on
Recreation in Educational Institutions, Communities, Cities,
and Public Recreation”

Safety of the swimmers includes safety from disease as well as the usual physical rules of water safety. If the lessons are being given in a regular pool or tank, the swimmers should be required to take a thorough bath with soap and water before entering it. They should be advised to use the urinal before entering the pool because being in the water sometimes stimulates the kidneys. They should also be reminded that the water may irritate the membranes of the nose and throat at first and if they need to blow the nose or spit they must go to the edge and use the skum trough provided for the purpose.

After the beginners are instructed in the class procedure and the importance of cleanliness, they are ready for their first lesson. The class must be well organised and the lesson well planned. The skills should be demonstrated by the instructor or a class leader before the class members are asked to do them. The first lesson for the class should include the following step by step:

Lesson One:

1. Enter the water, wade in until the water is about waist deep, bend knees so that water comes up to the chin. Feel how the water lifts the body up. Lift the toes from the bottom for a moment or so and feel how the water supports the body.

2. Place the hands on the knees, bend forward and put the face under the water. Repeat this seeing who can hold the breath and stay under the longest. Next hold one arm over the head and go down on the knees. The weight of the arm extended over head will push the head under. Next take a big breath, put the face under, grab the legs with the hands pulling the knees up to the chest. This is called the buoyancy float.

Get out of the water for further instruction and demonstrations.

3. Demonstrate 'rotary' breathing. Standing in the water bend forward at the waist with the hands on the knees and get the face under. Turn the face to the side taking a breath in through the mouth, then turn the face under, exhaling the air through the mouth and nose. Have class repeat this drill ten times.

Get out for further instruction.

4. Demonstrate front glide or lay out. This is done by simply attempting to lie face downward on the bottom. The water will give the body support and the result will be a front lay out. To recover a standing position from a front lay out, just press down with the hands and bring the knees up to the chest and stand up. The next step is to convert the lay out into a glide. This is done by pushing off gently from the wall or from the bottom with the feet — if from the wall push with one foot, if from the bottom bend the knees slightly, put the face under, stretch the arms out in front, push with the legs, straighten out the body and glide forward. Practice this several times. Then get out for instruction on the next item.

5. Sit on the edge of the pool or the beach and practise an inverted flutter kick. This kick must be from the hips and not from the knees. The legs should be straight with the toes pointed. The legs must be kept relaxed and for this reason the knees and ankles will flex and extend slightly when the kick is properly executed in the water. If the legs are not relaxed they will tire very quickly.

Now get into the water and practise the inverted flutter kick. If in a pool, stand with back to the wall, reach over the shoulders with the palms down and catch hold of the wall. Let the head and back of the neck rest against the wall, pull gently with the arms and let the body and legs rise to the surface. Start an easy flutter kick with the instructor counting for rhythm "one, two, three," "one, two, three." The feet should be driven to a depth of twelve or fourteen inches on the down beat and should

rise till the toes just break the surface on the up beat. After the kick is practised on the back for some time, turn over and practise it face downward. Emphasize that power on the up beat is just as important as power on the down beat. Now combine the kicking and breathing drill. The rhythm is set by doing three kicks while the face is down exhaling the breath and three more kicks as the face is turned to the side to inhale just above the surface. Practise kicking and taking a series of ten breaths. Do this several times. At a beach, the kicking drills can be practised in very shallow water with the hand resting on the bottom.

The last item of the first lesson consists of pushing off gently from the wall or bottom with the legs into a front glide position, then starting the flutter kick. This should be practised till the class members can go twenty feet or more by this method in one breath.

Lesson Two:

Review all the items of lesson one and add the following:—

1. Elementary arm paddle or dog paddle. This should be practised first out of the water. Demonstrate first with one arm only. Bending forward at the waist, extend the arm straight forward from the shoulder with the palm turned down. Now press downward with the hand until the arm is fully extended straight down. Next bend the elbow, lift the hand, level off the hand to the palm downward position and extend it forward again. Now practise with both arms stroking alternately. This should be practised out of water till it can be done correctly; then it can be practised in the water. Even in the water it should be practised first in a standing position, then the class members can line up, push off, glide, kick and do the elementary arm stroke.

Lesson Three:

Practise all the items in lesson one and two and add the following:

1. Combine elementary arm stroke swimming with breathing.

2. Sitting dive and glide: Sit on the edge of the pool with feet on the edge of the scum gutter. Keep the knees together, bring the head down to the knees, extend the arms forward with the thumbs locked together and the finger tips turned up. Lean forward taking the weight on the feet, start falling forward and when the hands are just about to touch the water push with the legs, extend the body and glide. (Caution: Keep the head down or the water will slap the face and chest. Keep the fingers turned up. If they are turned down the arms will be pulled down and the head or face may strike the bottom.) After the sitting dive is perfected, try it from a slightly higher position kneeling on one knee and one foot.

3. Combine diving glide and elementary swimming stroke. Have the class dive in and swim at least twenty feet.

Lesson Four:

Review all the items in the previous lessons and add the following:—

1. Over arm stroke. This also should be taught first out of the water. If the under-water dog paddle has been learned properly, it will be fairly easy to convert to the over arm. In this stroke, the arm is lifted just above the shoulder with the elbow bent and thrown forward so that the arm will be fully extended. The thumb of the right hand should be in line with the right eye when the arm is extended. The palm of the hand should be down with the fingers together. The wrist should be flexed just a bit so that the fingers are a few degrees below the arm. This aids in making the catch on the water. Now press with the hand till the arm is extended straight down. At the stroke continues on back from this position, it is necessary to let the elbow bend and the wrist bend backward so that the palm of the hand will be pushing against the water all the way. When the arm is extended all the way back

lift it above the shoulder, bend the elbow a little more and throw the arm forward. Practise the arm stroke out of the water, stroking with the arms alternately. Next, enter the water and practise in a standing position. Next, walk forward through the water while practising the arm stroke. After this is done, practise the arm stroke and rotary breathing in a standing position.

2. Combine flutter-kick, over arm stroke and rotary breathing. This makes a complete crawl stroke.

3. Teach a dive from the edge of the pool from a crouch position. The feet should be together, the knees bent, the trunk bent forward at the waist and the arms extended forward. From this position it is necessary to give a little spring with the legs and throw the hips up and the head down as the forward fall starts.

4. Dive in and swim across the pool using the crawl stroke in good form.

In these four lessons the fundamental skills of the crawl stroke can be taught. Of course many more hours of drill and practice may be necessary in order to become an expert; and class members should be warned against venturing beyond the limits of their present ability. This is a good time to give them the following ten rules of water safety:

1. Never go swimming alone. If you do, there will be no one to rescue you if you get into trouble.

2. Never go swimming at an unguarded spot. Docks, piers, and river banks are dangerous places to swim.

3. Never dive into strange water. You might hit your head on the bottom nor get caught into debris.

4. Don't show off in the water. "Show offs" cause many fatal accidents each year.

5. Don't attempt a rescue unless you are a strong swimmer. You are only apt to get into trouble if you do.

6. Cool off before plunging into cold water. Cramps or heart failure may be brought on by sudden changes in temperature.

7. If you can't swim, stay out of small boats. Never go out in a canoe or row-boat unless you can swim to shore.

8. Pay strict attention to warning signals. They are put there for your protection.

9. Race toward the shore, not away from it. When swimming, "go out like a lamb and come back like a lion".

10. Know your limitations: Don't go beyond your limits just because someone dares you.

THE JOURNAL OF PHYSICAL EDUCATION

The journal of Physical Education, the official publication of the Y.M.C.A. Physical Education Society of North America, this year celebrates its fiftieth anniversary.

A bi-monthly publication, designed to share and stimulate advancement in Y.M.C.A. physical education, it is subscribed by directors of physical education in Y.M.C.A.'s, schools and colleges and those in allied fields throughout the United States and several foreign countries.

Dr. Luther Halsey Gulick, one of the early pioneers in Y.M.C.A. physical education, was its first editor in 1901. It was then known as Physical Training. Outstanding Y.M.C.A. leaders such as Dr. George J. Fisher, Martin I. Foss, Dr. John Brown, Harold T. Friermood and Lynn Russell through the years have served unselfishly in editing the Journal of Physical Education.

Designed to exchange ideas and stimulate professional growth, the Journal looks forward to the next fifty years with renewed interest and enthusiasm.

THE INFLUENCE OF EXERCISE ON THE HEART

By

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Introduction:

The normal human heart, which is about the size of a closed fist and weighs 10 ounces on an average, is a marvelous organ. It is interesting to know that this small organ, in every twenty-four hours, forces into the circulatory system over 20,000 pounds of blood and the day's work is almost equivalent to the energy required to lift a load of 40,000 pounds to a height of three feet. It is a tireless member working day and night and capable of adapting itself to the varying needs of the individual even under emergencies. During exercise the demand for oxygen increases in the body and this increased demand is met by an increase in the rapidity of circulation. This means, the output of the heart is increased and other circulatory adjustments are also made to supply the needed blood to the active organs. An effort is made in this article to state the topic under the following four heads: The Output of the Heart, the Venous Inflow, the Heart Minute Volume and the Heart Rate.

THE OUTPUT OF THE HEART.

The first observation made by Krough indicates that the output of the heart ranges from 3 to 5 litres per minute while at rest, and that it is raised by moderate work from 8 to 9 litres or even more [** and during heavy work, it may reach even 20 litres or more. Hill and Lupton calculated that in highly trained athletes, the minute volume output after strenuous work may be as large as 30 to 40 litres.*] Starling, in his discussion of the work of the heart, gives 60 c.c. as the average output of each ventricle, but during maximum effort, in an athlete, the output may increase to 180 c.c. per beat. The heart cannot necessarily pump into the arteries more blood than it receives from the veins;

and this means in other words that the output of the heart is governed by the venous return of the blood. The amount of blood the heart pumps out into the arteries each minute depends upon the number of heart beats per minute and the volume of blood discharged per beat.

Experiments of Boek and his co-workers on Demar, the famous marathon runner, show that the fundamental difference between the trained and untrained individual to do a particular piece of work is that the heart of the trained man discharges more blood per minute with fewer strokes than the untrained person. Bainbridge remarks that "the powerful heart of the athlete with its greater reserve power, can double or more than double its output per beat before reaching its physiological limits of size." The larger output of the heart involves a corresponding increase in the filling of the heart. This is determined chiefly by the venous inflow, though such factors as the contractile condition of the heart, musculature, the arterial resistance and the frequency of the heart beat modify it.

THE VENOUS INFLOW.

The venous blood reaches the heart at an increased rate during exercise and this rate varies with the amount of muscular movement. The muscles act as a subsidiary pump, and combined with the action of the heart, blood is expelled into the vessels of the muscles, and the active muscles send blood back to the heart. It is generally believed that the respiratory movements, by raising the intrabdominal pressure squeeze the blood out of the Venacava and thereby increase the flow of blood to the heart. Only two processes can affect the diastolic

Matters in italics are Editor's additions.

(* Pages 148-149. Physiology of Muscular Activity By Schneider and Karpovich)—Ed.

filling i.e., the venous blood pressure and the rate and completeness of the relaxation of the walls of the ventricles. Hooker also points out that a rise in inflow is not merely to increase the output of the heart, but also to provide a head of pressure which ensures rapid filling of the heart during diastole. The venous pressure rises rapidly during exercise. In response to a larger venous inflow, the heart can increase its output per minute either by a larger output per beat or by acceleration.

THE HEART MINUTE VOLUME

It means the volume of blood discharged per minute. From time to time several attempts have been made to measure the minute volume of blood by both direct and indirect methods. Grollman observed from his experiments that the minute output of the heart is much greater during active muscular movements. The studies of Henderson at the Harvard University indicate that Demar had a resting minute volume of 8.2 litres. Dr. Steinhaus has summarized the facts in the following manner: "That even in mild exercises there is a considerable increase in minute volume as compared with the resting individual. That the output increases with increasing severity of exercise particularly in the form of rapid contractions alternating with relaxation. The increase is due to the forcing of more blood back to the heart by the contracting muscle." We find in the trained individual an increase in the stroke volume and a decrease in the heart rate and greater oxygen utilization.

HEART RATE

It is a matter of common knowledge that the heart rate is accelerated during physical exercise and this is influenced by both the type and intensity of the exercise. A man with a resting pulse rate of seventy per minute may have a heart rate ranging from 160 to 180 during intensive exercise. Dr. McCurdy states that "speed exercises cause the largest increase; endurance exercises increase the heart rate more than strength exercises but not so much

as speed exercises." Athletic training gradually lowers the heart rate which is a distinct advantage. [** Training also causes the heart rate to return to normal rapidly after exercise.*]

Conclusion :

The beneficial effects of exercise on the heart may be briefly summarized as follows :—

Training develops the heart. There is an appreciable development in the size of the heart muscle and an increase in the strength of the walls of the heart. There is also less danger of pathological dilatation of the heart in the trained person. By training, the contractile powers of the heart is improved, and thereby the output of the heart is often enlarged and the pulse rate becomes less frequent. There is greater oxygen utilization and there is an improvement also results in the oxygen carrying power of the blood in the trained person which helps as a consequential benefit to keep down the output of the heart per minute. Because of these accumulated beneficial effects of exercise the heart becomes more efficient and better adapted for work in a trained athlete than either in an 'untrained' person or in those who do little muscular work.

There is no conclusive scientific proof as yet of a pathological chronic heart-strain resulting from the cumulative effects of hard muscular work. A few cases have indeed been reported, but in each case there was a suspicion that the heart could have been weakened by some previous disease. The implication is that before any serious training the athletes must be given a thorough medical examination to prevent those with a weakened heart from participation.

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* Page 68, The Physiology of Exercise by James Huff McCurdy.

PHYSICAL EDUCATION IN HYDERABAD

By

ERAJ AHMED KHAN

(Vice-Principal, Govt. College of Physical Education, Hyderabad)

AFTER the World War of 1914—18 the Educational Authorities in Hyderabad realized the importance of paying some attention to physical development of the people. The English made their games popular in the schools and colleges of the state while the Americans of the Y. M. C. A. actually laid the foundations on which the present organization and administration of Physical Education in the state is based. The early Y. M. C. A. Directors of Physical Education were enthusiastic pioneers in this field and with their selfless devotion to the profession made the Government of Hyderabad realize the importance of organizing physical activities. In 1920, in the education department, Physical Education section was established; and Mr. G. H. Bheel of the Y. M. C. A. was appointed the first Director of Physical Education for Schools. The same year, in November, the Hyderabad Athletic Association was formed under the education department with Mr. Bheel as the Honorary Secretary and an annual grant of Rs. 3,000/- to the Y.M.C.A. was sanctioned to organize and conduct sports and games tournaments. Within a very short space of time, games and sports became popular in the educational institutions. Those who showed enthusiasm and proficiency were not only appreciated by the authorities but were even given preference at the time of selection in the various government departments. Mr. Bheel was succeeded by Mr. E. M. Sanders who was later succeeded by Mr. Goodwin. In 1925, the Boy Scouts Office and the Physical Education section were amalgamated. In 1926, Mr. S. M. Hadi took charge from Mr. Goodwin. In 1930, four teachers from Hyderabad were sent for a year's training at the Y. M. C. A. College of Physical Education, Madras. Not long afterwards, a

need was felt to establish a College of Physical Education in Hyderabad so that teachers may be trained and sent to various schools to look after the daily programme of physical activities.

It was in 1930 that a College of Physical Education was established on the initiative of the late Sir Akbar Hydari. Mr. F. Weber was appointed Principal and Dr. M. A. Haj as his Assistant. Mr. Weber worked as principal for about fifteen years and during his term of office one hundred and fifty-two candidates were trained. Apart from the one year regular course, many refresher courses and separate courses for primary school teachers and drill masters were also conducted. When the World War II was in full swing, a course in Physiotherapy was conducted to which nineteen old boys of the College were admitted. These teachers were sent for practical training to the Trimulgherry Military Hospital where they gave massage and remedial exercises to the war-worn patients. In 1945, Mr. Weber went over to the Osmania University as Director of Student the Welfare Department and Mr. S. M. Hadi succeeded him as Principal and has since held the post.

Every year about 20 to 25 teachers are admitted to the College. These teachers receive their full pay while in training. Private candidates are also admitted on payment of a nominal fee. There is usually a big rush for admission, and many have to be rejected as the number accepted for training is limited. After training, the teachers go back to their schools as Physical Instructors. At present, the organization of Physical Education in Hyderabad is as follows :—

A physical education teacher is appointed to each Middle School and one to each High School. Their grades are on a par with those

of other members of the staff. The following are the scales of pay.

Matric P. E. Trained ...	Os. Rs. 95—155 plus D.A.
Intermediate P. E. Trained ...	 150—225
Graduate P.E. Trained. ..	 180—325

According to a circular of the Education Department, physical education teachers are also expected to handle one or two academic subjects. After working satisfactorily for a period of five years or more they are allowed to seek transfer to the regular academic line and on transfer their places are filled up by newly trained men. As a result of this policy, quite a few are working as Headmasters, Inspectors of Schools and Attendance Officers. Wherever they are, they naturally attach more importance and give more consideration than others to a wholesome programme of physical activities, with the result that the organization of physical education in their respective jurisdictions is comparatively better than in other places.

There are four Normal Training Centres in the Districts and to each centre an Intermediate Physical Education Teacher is appointed. Apart from handling the programme of physical activities, he is also responsible for conducting a course in physical education for those teachers who wish to take it as an optional subject. Question papers are set in English, Urdu, Marathi, Kannada and Telugu. This examination is also conducted by the Commissioner for Examinations, Education Department. Usually, the teachers trained at the Normal Centres go back to the Elementary Schools and they help in handling children's physical activities.

The Medical Inspection of students is held twice a year in all the Middle and High Schools. This is carried out with the co-operation of physical education teachers. Inspection cards are kept in the schools and parents are informed of their children's physical defects and ailments with the necessary

note to indicate whether a boy is normal or needs any special medical attention. A physical education teacher is expected to keep a record of all his students and those who suffer from physical defects are given remedial exercises. This part of the work is inspected by the Chief Inspector of Physical Education and two of his Assistants.

The programme of physical activities in the schools is based on the following lines. Two periods per week are allotted in the curriculum for physical training. The period of forty-five minutes is divided between physical exercises, marching and some Indian games. As a rule, there is uniformity of work and it is interesting to note that in some of the districts boys play their own local games and the enthusiasm they put in is worth watching.

Apart from this period of physical training, there is "Play for All." This is done immediately after the school hours in the afternoon. All the school boys assemble on the playground under their class teachers and take part in various games for half an hour. This work is supervised by all the members of the staff. Once a week Mass Physical Exercises are practised when again the whole school assembles for this purpose. There is no "Play for All" on this day. After the "Play for All" or Mass Physical Exercises, except for the boys who go back to their homes, others who are near the school continue until dark to take part in the game they like. The most popular games are Football, Hockey and Volleyball.

Athletics is not very popular in the schools and colleges. The reason seems to be that there is no incentive to take part in this particular activity. Before the outbreak of the World War II and also for sometime afterwards, athletics was beginning to be popular because various tournaments and sports meets were being conducted in the districts. But with the introduction of rationing it has become difficult to organize these tournaments. As a

result not much enthusiasm is shown either by the students or by the members of the staff towards regular practice in sports. But, in the city schools and colleges, boys do show some kind of interest in the athletic events and games because annual sports and tournaments are held in the city. The Hyderabad Athletic Association which gets an annual grant from the Education Department has been successfully conducting these annual meets and tournaments

in various games including Kabaddi and Lon-Pat. The Association also conducts an annual Mass Physical Exercises Display in which about four-thousand boys of the City Schools take part. The credit for successfully running the activities of the Athletic Association goes to Mr. S. M. Hadi, who from its very inception has devoted himself selflessly to its work knowing it to be a worthy cause in the national interest.

PITFALLS IN PHYSICAL EDUCATION*

By

N. K. ROY, B. Sc., D.P.E.

Chief Inspector of Physical Education, West Bengal

Now that we are equal and free as a nation, all our plans for national reorganization will be meaningless if we cannot produce a nation fit in body and alert in mind. Everybody seems to be agreed about the necessity of physical education for nation building activities; but if we do not get on to the job with determination this agreement will be meaningless. But what is it that we want? We have to fix the direction in which we are to move and we have to tell others which way to go, as we see undesirables are mixed with desirables in this field.

Physical education appeals to most people and so even people who are nervous about discussion of economics, engineering or medicine or even educational theory, ordinarily show little hesitation in giving their views of physical education. Thus, for instance standing on one's head or lying on sharp nails or deep breathing, according to some, becomes physical education; others say its aim is to win in international contests; others still assert that physical education will have no meaning if it does not directly lead to the defence of the country against aggression. But these opinions cannot be right....What teachers want to-day

is not so important as what the child wants. Education is child-centered not teacher centered.

Physical Education is a task of nation-building; but hardly a few understand its importance or the seriousness of the thought and work involved; and so there are many who treat Physical Education as a mere tamasha when it should be really regarded as something equivalent to tapas or penance. It seems to them, a physical educationist is a stunt maker—a sort of juggler with the human body, on the same par as a magician. But a physical education teacher is no mere hawker of trifles. He deals with human life almost from its beginnings up nearly to its very journey's end—he is in a true measure, a guide, philosopher and friend.

There is indeed an element of excitement and show in physical education. The activities of a physical education programme provide satisfaction to the participants as well as pleasure to those who watch them. An athlete vaulting 15 feet or performing a late cut or doing Mollberg does indeed provide thrill and enjoyment to the onlooker; but it isn't just the amusement that counts; behind every show of skill is an amount of patient practice the

* Summarised by the Editor

performer has to put in of which spectators have little knowledge. There is also the danger that when people merely look on they tend to expect thrills all the time and lose interest in the activity itself. When a game is a game, everybody wants to join; when it becomes an art, everybody wants to look at it. The need has now grown in this country, as in the West, to increase the number of active participants and reduce the number of mere spectators.

To do this we need some leaders — men and women who know the capacities of those whom they lead, and their limitations. Physical activities are like food and their administration needs to be regulated according to capacity and need. Physical education is essentially a teacher-student relationship, intimate and essential, particularly in the field of education. Physical Education is not and should not be an article of the common market.

One special danger facing physical education arises from the ugly manifestations of the competitive spirit, of which we see evidence in every sphere of our life. In competitions all moral laws tend to be overthrown and even friendliness, co-operation and common courtesy are forgotten. We cannot even afford to rest because there is the incessant danger of our being pushed out. In fact, we cannot even afford to lend a helping hand to the fallen and the needy because competition is squeezing out the meek and humble from the roadside of common existence. Thus the capacity to

find pleasure in the activity is being lost because of competition, the desire to win and win any-how being irresistible. So the world of sports is storm-tossed from day to day, and competitive sports have set sane men thinking.

But the men who question the sanity of competition become the antagonists of those who seek standards—standards not for individuals but for nations in competitions. This antagonism is inevitable for otherwise we shall be letting down more and more speedily the greater and ever increasing disaster, the standards of human behaviour. Through physical education we need to enlarge and ennoble human mind as well as fit the body to face the perils of a fast moving world. It is much better that we forget international standards for a while, while the need still exists to lengthen the span of human life and to decrease the incidence of disease and add to the resistance of the people, of whom one dies every minute of tuberculosis.

There is one other danger to physical education to which I might draw attention. The clatter of military boots is tending to drown our voices. Everywhere the cry is tending to increase "Give up your Physical Training and take up Military Training"; but frankly let us not forget to confess that our bodies are still too weak and emaciated with long drawn neglect, want and disease to be hidden even with khaki. Further, we physical educationists have benefits to give which Military education can never offer for the joy living or its enrichment.

OUR TRAINING COLLEGES

COLLEGE NEWS

THE College reopened on the 2nd July, 1951, with an even better enrolment than the previous year. Nearly 300 men and over 50 women students were enrolled for the year's training. After the usual process of weeding out and some leaving on their own, we have now on rolls 250 men and 54 women students. This is a record in our history. As usual, our students come from all parts of the Indian Union and also from Ceylon.

Inauguration of the new academic session

The inauguration of the new academic session was gone through in a very impressive manner at a public meeting held at the open air theatre at the College. Mr. T. D. Santwan, General Secretary, Council of the Y.M.C.A's in India, Pakistan, and Ceylon gave the inaugural address to the new student body. Several friends and well-wishers of the College were present.

Mr. N. K. Mia retires

After twenty eight years of devoted service to the college, Mr. N. K. Mia has retired on medical grounds. For several years Mr. Mia was Lecturer and Bursar of the College. In 1943, when Mr. Buck died suddenly, he acted as Principal and Adviser to Government on Physical Education till 1946. During these twenty eight years of service, Mr. Mia has made an excellent contribution to the growth

and development of the college, and the cause of Physical Education in India. The College will always remember with gratitude his valuable services. We wish Mr. Mia improved health and happiness in his retired life.

Buck Commemoration Day

Buck Commemoration Day was observed on the 24th July, 1951. Mr. G. L. Lobo presided over the commemoration meeting held at the open air theatre in the College. Tributes were paid to the late Mr. Buck by Mr. A. K. Singh and Mr. A. Padmanabha Naidu. Several well-wishers and friends of the late Mr. Buck were present.

Life at the College

The student body has settled down in their new surroundings. Hostel accommodation is not quite adequate for such a large number of new students. Steps are being taken to get adequate funds from Government to provide more hostel cottages and other facilities. Two more lecturers are being recruited.

The student body on the whole looks young and active. Many of them are quite familiar with practically all the major games. This is a good sign. It shows that the schools in the Madras State are having a good games programme. We are looking forward to a good year of training.

C. C. ABRAHAM,
Principal

GOVERNMENT COLLEGE OF HEALTH AND PHYSICAL EDUCATION, PATNA, BIHAR

This college started functioning from the 2nd, January, 1951 at Patna under the direct control and supervision of the State Government. The maximum number of seats available is 100 only for different courses. Men and women who are ordinarily natives of or domi-

ciled in the State of Bihar are eligible for admission, free of tuition charge. Twenty stipends at Rs. 30 each p.m. are awarded to deserving candidates in the Diploma in Physical Education and Certificate in Physical Education Courses.

As the college was started late, the first batch of students were admitted on January 2, 1951, and they will continue their nine months' courses up to the end of September, 1951. In order to regularise the session, the second batch of students were admitted on July, 16, 1951; and the training will continue upto the middle of April, 1952. Hence-forward the college sessions will be conducted every year from the middle of July to the middle of April.

The following are now the members of the teaching staff taking the posts sanctioned for this College by the Government of Bihar :—

1. Principal (cum-Deputy Director of Education, in-charge Health and Physical

Education, Bihar)—Mr. B. P. Sinha, B.Sc. (New Jersey), M.Sc. (Kansas).

2. One Professor—Mr. N. K. Shakarborthy, B.A., D.P.Ed.

3. One Lecturer—(vacant)

4. Two Instructors—(i) Mr. Rajah Behari Singh, (ii) Mr. Brajeshwar Prasad Varma.

5. One part time Doctor—Dr. Nabin Pd. Sinha, M.B., B.S.

B. P. Sinha,
Principal

GOVERNMENT COLLEGE OF PHYSICAL EDUCATION, ALLAHABAD

The college reopened on the 9th July, 1951. One hundred and eighty-six men students, graduates and under graduates and twenty-two girl students applied for admission to this College. The Admission Board of 5 members appointed by the Government selected 40 men students and 12 girls.

The Summer Camps open at Allahabad from 9th April to 12th May and the second at

Nainital from 21st May to 30th June were conducted.

Almost every boy and girl of the last batch has found employment in various institutions within the State.

C. D. NAITHANI, M.A., D.P.E.
Principal

THE TRAINING INSTITUTE FOR PHYSICAL EDUCATION KANDIVALI, (BOMBAY).

The College is now having its annual vacation : and it reopens only on the 1st September, 1951. Applications for admission to the different courses for the coming session are said to favour a good enrolment of about 80 candidates.

NEWS FROM STATES

THE MADRAS COLLEGIATE ATHLETIC ASSOCIATION

The following are abstracts from the Annual Report of the Association for 1950-51; and from the General Body Meeting :—

Eighteen colleges were affiliated as against sixteen in 1949-50. Knock-out Tournaments in Tennis Singles and Doubles, Football, Hockey, Cricket, Basketball and Volleyball were conducted after League Tournaments in these games were held. Boxing, Swimming and Sports Meets were also held. In the League Tournaments, the Colleges were divided into two zones for each game and the League Championship was determined by making the first two teams in each zone enter a knock-out tournament.

For colleges affiliated to the University of Madras and on behalf of the University, the

knock-out tournaments in Cricket, Football, Hockey, Basketball, Volleyball and Tennis were conducted. The organization is in the control of an Executive Committee and a General Council which includes the Honorary Secretaries of the Madras Associations in Cricket, Hockey, Football and Lawn Tennis. Mr. K. Narayana of the Stanley Medical College, Madras, is *Honorary Secretary* this year and Mr. S. Narayanan of Loyola College, Madras, is *Joint Honorary Secretary and Treasurer*. Sir (Dr.) A. Lakshmanaaswamy Mudaliar is *President of the Association*. Dr. D. S. Reddy and Dr. A. J. Boyd are *Vice-Presidents*.

The results of the Competitions for 1950-51 were :—

LEAGUE CHAMPIONSHIP

Cricket	Pennyquick Trophy	Presidency
Football	Lawley Cup	Stanley Medical
Volleyball	M. C. A. A. Cup	Stanley Medical
Basketball	Buck Shield	Law
Tennis	Krishnaswamy Cup	Law
Hockey	Mysore Cup	Presidency

KNOCK-OUT TOURNAMENTS

Cricket	University Cup	Presidency
Basketball	University Cup	Law
Volleyball	University Cup	Law
Hockey	Stokes Shield	Loyola
Football	Wilson Cup	Loyola
Tennis		
Singles	Havelock Cup	Law
Doubles	Travancore Cup	Law
Boxing	Lalitha Sastry Shield	Engineering
Swimming	Subramaniam Cup	Engineering
Athletics	Travancore Shield	Christian

BIHAR STATE PHYSICAL EDUCATION CONFERENCE REPORT OF THE FOURTH SESSION—GAYA

The fourth session of the Bihar State Physical Education Conference was held at Gaya on the 5th and 6th May, 1951, under the presidentship of Hon'ble Shri Vindheshwari Pd. Verma, the President of the Bihar Prantiya Sharirik Shiksha Mandal and the Speaker of the Bihar Legislative Assembly. Hon'ble Shri

Jaglal Chowdhry, Minister for Health and Exercise, Government of Bihar, inaugurated the Conference.

Delegates and Competitors of Colleges, Schools, Akhadas, Vyayamshalas, Gymnasium Clubs and other affiliated associations to the Mandal from all over the province participated.

The conference had the support of both the Government and the general public.

The Provincial Honorary General Secretary presented a brief report at the Inaugural Session of the activities of the Mandal.

A message for the success of the conference was received from Hon'ble Acharya N. Verma, Education Minister, Bihar.

Four RESOLUTIONS were passed in the conference. The first one included the twelve resolutions passed in the Third Conference at Arrah in 1950 except resolution No. 2. The Mandal thanked the Government for starting a College of Physical Education at Patna in pursuance of the second Arrah resolution. By these resolutions adopted again, the Government has been moved (1) to send experienced Physical Instructors for higher training in physical education in foreign lands, (2) to depute teachers for training in the College of Physical Education, Bihar, (3) to appoint at least one properly trained Physical Teacher to each school and college, (4) to arrange a compulsory lunch system in schools (5) to provide for attractive salary scales for Physical Instructors and for special allowances to these teachers for staying in the evening after school hours.

By Resolution II, this conference emphasises the following five programmes :—

1. To open branches of the Prantiya Mandal in each district.
2. To appoint one Physical Instructor to each branch.
3. To impart Physical Training on a definite system of exercises through branches.
To arrange demonstrations and tournaments in games, wrestling, and other physical exercises.
5. To propagate the importance of physical labour as labour is beneficial to health.

By Resolution III, the Government has been requested to direct all schools and colleges to send at least one teacher of Physical

Education, the Games Secretary, N. C. C. Officer and Scoutmaster to attend the Annual Provincial Physical Conference at the cost of their school or college.

By Resolution IV, the conference has requested the Government to make grants to the Vyayamshalas, etc., in districts through the Prantiya Mandal and its branches.

The programme of the conference included Games, Sports, Singing Games, Mimetics, Dandal and Demonstration of Yogic Exercises, etc. A large number of spectators were present.

At the end of the two-day session the Conference concluded with the closing speech of Dr. Narain Pd., Vice-President of the Mandal. The vote of thanks was given by Shri V. N. Jha, District Magistrate, Gaya and Chairman of the Reception Committee.

Bihar Prantiya Sharirik Shikshan Mandal

New Working Committee for 1951

A new Working Committee of the Bihar Prantiya Sharirik Shikshan Mandal was formed with the following Office bearers and members at an Annual General Meeting of the Mandal held on the 5th. May, 1951, at Gaya on the occasion of the fourth State Physical Education Conference :—President : Hon'ble Shri Vindheshwari Pd. Verma; Vice-Presidents : Dr. Parash Nath Sinha, Shri Raj Kishore Prasad, Dr. Narain Prasad. Treasurer : Dr. Damodar Prasad; Honorary General Secretary : Shri Ram Lakhan Prasad; Honorary Joint Secretaries : Shri Ram Chandra Prasad Singh, Shri Nand Kishore Lal Srivastava. Members : Shri Khaderan Singh, Shri Sukh Lall Singh, Shri Krishnakant Prasad, Shri Dharam Raj Kishore, Shri Benoy Kumar Kalakar, Shri Rajeshwari Prasad Singh, Prof. J. Chandra Shekhar, Dr. S. Samaddar, and Shri R. Raman.

R. C. Pd. SINGH,
Honorary Joint Secretary.

BIHAR STATE PHYSICAL TEACHERS CONFERENCE

The Third Annual Session of the Bihar Provincial Physical Education Teachers Conference was held at Gaya during the Fourth Bihar State Physical Education Conference on the 6th, May, 1951, at 7-30 a.m. Shri N. K. Lal Srivastava presided in the absence of its president-elect Prof. K. Raghavan, Physical Culture Expert.

Dr. Narain Prasad, the Vice-President of the Bihar Prantiya Sharirik Shikshan Mandal, inaugurated the conference. While inaugurating the Teachers Conference, Dr. Prasad said that the Nation's Health cannot improve unless Scientific Physical Education is imparted to

all men and women. The responsibilities of the teachers of Scientific Physical Education are great and of national importance. The Physical Teachers must get proper status, and good salary, in no way different from those of other teachers of schools and colleges.

Shri Shyamji Singh, the Secretary of the Physical Teachers Association read out the Annual Report.

A new Working Committee was formed with Prof. Raghavan as its President. Several resolutions were also passed.

THE PLANNING COMMISSION ON PHYSICAL EDUCATION

[The following material on Physical Education is said to form part of the report of the Planning Commission of the Government of India and would appear to be recommendations of the Commission.—contributed by a friend—Ed.]

The importance of Physical Education is being increasingly recognized. The problem affects persons in different age groups; but it is in schools and colleges that it needs the greatest attention. Among the steps which the commission wish to commend to States Governments and other authorities are :—

(1) A National College of Physical Education should be set up for training the higher personnel for physical education and community recreation and leadership. The up grading of the existing central institution for physical education in Bombay may be considered.

(2) Suitable courses of Physical Education in schools should be prepared. These should

provide for games and sports, as well as suitable yogic exercises.

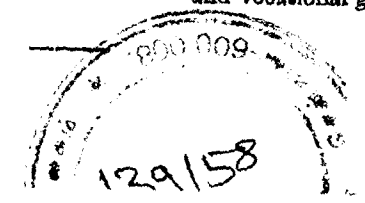
(3) Facilities for teaching in physical education are at present inadequate. Courses for primary school teachers should be organised. In secondary schools there should be qualified Physical Education Teachers. In teacher training institutions, physical education should be an essential subject.

(4) There is need for research in Physical Education, the major problems for investigation being :—

(i) the values of different sports, games and exercises from the Physiological, Psychological, Social and Educational points of view;

(ii) the values of Yogic system of exercise;

(iii) drawing up of suitable syllabus of Physical Education for different age and vocational groups.



ALUMNI NEWS

MR. N. K. MIA who has been connected with the College as a lecturer since 1922, and who was closely associated with Mr. Buck in the running of the College both at Royapettah and at Saidapet, has just retired from service after a period of meritorious service of 30 years.



Before joining the College Mr. Mia was in Y.M.C.A. Secretarial Service from 1918 to 1921 after which he became a student under Mr. Buck in the second batch of three trainees. After taking his diploma he proceeded to Secunderabad, Lahore and Nagpur. Mr. Mia was then invited to join the College as a lecturer. Mr. Mia served not only to conduct classes but also to actively assist Mr. Buck in the difficult labours of organization and administration of the College and the organization of its general routine. Throughout the arduous work of his service, though Mr. Mia took a conspicuous part in running the college, out of humility and modesty, he chose to remain in the background; but because of the knowledge, tact and experience and industry which he brought to bear upon his work, he became without doubt the most trusted assistant of Mr. Buck, and when Mr. Buck died, it was natural that he should have acted as Principal upto the middle of 1946.

When the Journal was started in 1928 Mr. Mia became its business manager and was the journal's main prop for well over a decade of its early vicissitude. He was a member of many City and Board Associations devoted to games and Athletics, and in 1936 he had the privilege of accompanying the Indian Team as a manager and coach to the Berlin Olympics. Mr. Mia fell ill a few months ago and had to be on medical leave till very recently. Though he is greatly improved in health, he does not feel equal to the task of doing the strenuous duties of a lecturer at the College and so has chosen to retire for a period of well earned rest.

Highly principled, serious and earnest, a devoted but humble servant of Christ, Mr. Mia has always been known for his goodness and and impartiality and loved for his kindness and amiability.

As he retires he desires to greet all alumni with the message that they should help to maintain highest possible standards of knowledge, integrity and conduct and uphold worthy principles of justice and equity in all their doings. The Officers of the Alumni Association wish greatly to establish at the College an endowment fund in Mr. Mia's name and in appreciation of his singularly good work, to present him a suitable purse before he leaves for his home in West Bengal. He will be at Madras for a few months. Mr. Mia is just 55, and on behalf of all alumni we wish him a speedy recovery to abundant health and a long period of restful and happy life. We also wish Mrs. Mia, an equally amiable and silent worker, as earnest and devoted as Mia himself, many many more happy years of partnership with Mr. Mia in his retirement.

Mr. R. P. Joseph (1929-30) who is now occupying a responsible post at the Training Centre for the Adult Blind (Ministry of Education, Government of India), Dehra Dun, U.P., is the first Alumnus to obtain a U.N.O. Fellowship. He will be leaving for U.S.A. by the end of August, 1951.



There was a "Get Together" of the Alumni on the 20th June, 1951, at 5 p.m. at the Y.M.C.A. College. A Softball match was played between the Alumni and the Students of the Short Course for the Ex-Servicemen. The latter won. At 6-45 p.m. Tea with light refreshments was served and at 7-15 p.m. the Initiation Ceremony was held for the benefit of the new Alumni from the Short Course.

Mr. P. R. Subramanian (1929-30) and Mr. A. K. Varadan (1929-30) have obtained newly created Gazetted Posts in Physical Education in the Madras Educational Service—

the former at the Teachers' College, Saidapet, Madras, and the latter at the Government Training College, Rajahmundry. Both of them have got years of rich experience to their credit; and we wish them well in their new posts



The Annual Buck Commemoration meeting was held at the Buck Memorial Theatre of the College on 24th July, 1951, at 9-30 a.m. under the auspices of the Alumni Association and the Y.M.C.A. College. Mr. G. L. Lobo presided. Tributes were paid to the memory of the late Mr. H. C. Buck, the Father of the Modern Physical Education in India. Mr. A. K. Singh, Vice-Principal, on behalf of the College surveyed the development of Physical Education through the college under the inspiring leadership of Mr. H. C. Buck. Mr. A. Padmanabhan Nayudu, Chief Inspector of Physical Education, speaking as President of the Alumni Association spoke on Mr. H. C. Buck's good qualities and his leadership. In his concluding speech Mr. G. L. Lobo appealed strongly to the Alumni and the present students to live up to the high ideals and professional integrity set up by Mr. H. C. Buck.

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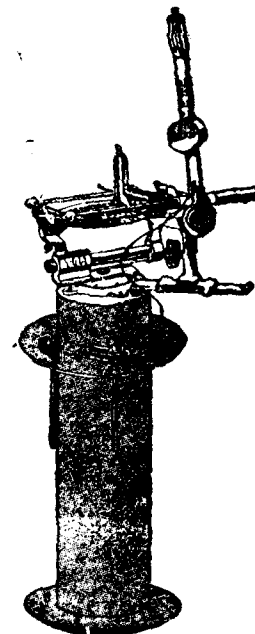
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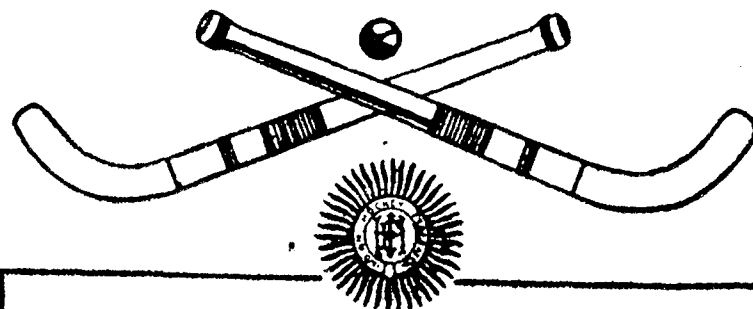
Phone:
86813

Branch at
COIMBATORE

EQUIPPED by

Uberoi
LIMITED

THE INDIAN HOCKEY TEAM IN
EAST AFRICA



INDIAN HOCKEY FEDERATION

(EAST AFRICAN TOUR)

(December 1960, January & February 1961)

Captain:
Kanwar Digvijay Singh.

Manager:
Prof. R. D. Bhalla.
Dated 17-3-1961.

I have great pleasure to certify that Uberoi Limited equipped the Indian Hockey Federation Team which recently toured East Africa, with hockey sticks and balls, apart from the leg-guards and the boots which were offered to the two goal-keepers. They also placed at our disposal three dozens of extra hockey sticks and balls for presentation to the Clubs and Associations in East Africa on ceremonial and social occasions.

I take this opportunity to express both on behalf of the Federation and the members of the contingent our deep appreciation for the sporting offer they made us. This is not the first time that the Uberois have equipped the team. In fact, so far as I know, on all previous occasions when the Indian Hockey Federation Team left the shores of India either to defend the world title or to play friendly matches in foreign lands they have always shown such a generosity of spirit.

The articles supplied were of a very high standard and the players highly appreciated the workmanship which was responsible for such a fine turn-out.

R. D. Bhalla
(R. D. Bhalla.)
MANAGER.

Uberoi
LIMITED

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